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ABSTRACT

This guidebook, the second in a series of three, (plus a linker's guide) is intended to aid educational personnel in the selection of programs and materials best suited for specific schools and needs. The first section of the guide enables educators to develop detailed estimates of the costs for each program under consideration. The second section illustrates how to rate the relativistic costs and benefits of each option, and how to compare the results with already existing programs. A special rating tool is included with the text. (LH)

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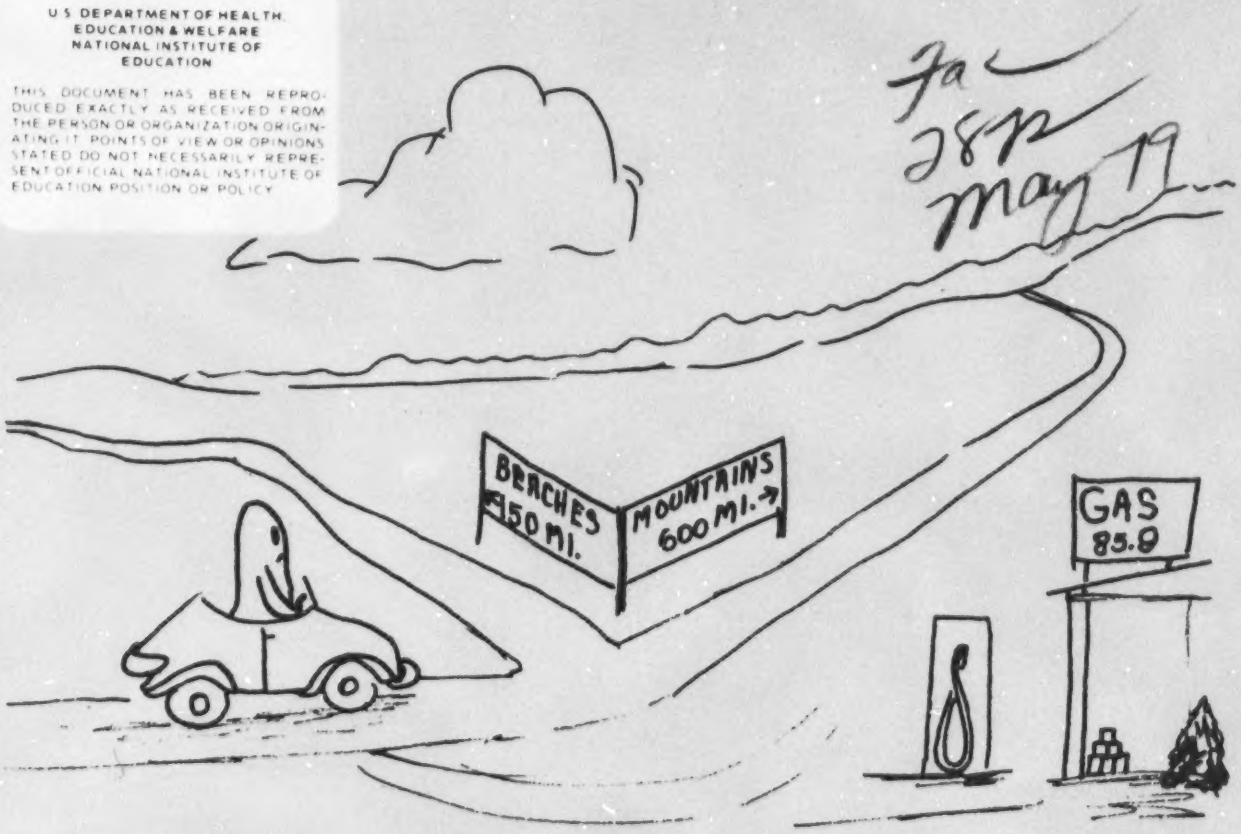

RATING THE COSTS AND BENEFITS

SOLUTION ANALYSIS SERIES

II

RATING

THE

COSTS AND BENEFITS

A Solution Analysis Series Guidebook

Developed by:

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Office of Educational Dissemination/Diffusion
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INTRODUCTION

This guidebook begins with these assumptions:

- You have surveyed the field of options available, and you have systematically eliminated all but two or three options.
- You have completed PRODUCT DESCRIPTION CHECKLISTS for each of the options still under consideration.
- You feel that you still do not have enough information to decide which of the remaining two or three options to adopt.
- You have a decision-making group who will review and rate the costs and benefits of each of the options still under consideration.

The number of options still remaining under consideration can be narrowed down now to the one you will choose for implementation, by subjecting each of the remaining options to specific cost and benefit ratings.

In Section 1 of this guidebook you are asked to develop fairly detailed estimates of the costs for each program still under consideration.

In Section 2 you are asked to rate the costs and the benefits of each program currently under consideration against your existing program. A special rating tool has been developed to help you do this systematically.

By the end of this guidebook you should have all the information you need to choose which of the options to adopt. You

might even get information which leads you to retain your present program.

The next guidebook in the Solution Analysis Series -- "Developing a Work Action Plan" -- will help you plan effectively for the implementation of the program you choose.

THROUGHOUT THIS SECTION YOU WILL NEED TO REFER TO THE COST CHART ON PAGE 13. THE COST CHART LISTS FIVE MAJOR CATEGORIES OF COSTS, WHICH ARE COMMON TO MOST PROGRAMS ---

- Materials
- Teacher Training
- Equipment
- Personnel
- Consultants

The closer you come to estimating the costs of a program for each of these categories, the smoother your implementation phase will be. The more accurate you are in your cost projection figures, the more realistic your planning can be. And the better you will be able to protect your school from having to deal with large unforeseen costs that pop up at just the wrong time during implementation.

Accurate projection of costs requires some detailed -- and often tedious -- calculations. The next section will explain a step-by-step method for conducting these calculations. If

you follow it carefully, you will find that it is really not that difficult after all. And the results are well worth the effort.

STEP 1

Refer now to the PRODUCT DESCRIPTION CHECKLIST which you filled out before you began this COST identification tool. Review the following sections:

Section 3. Teacher Training
Section 9. Extra Resources Required For Implementation.

STEP 2

Next refer to the WORK SHEET FOR CALCULATING COSTS beginning on page 10. You will use this in each of the following steps to help you figure the costs for each separate category of costs which a product may have.

After you have done the detailed calculations on the WORK SHEET, you can transfer the costs in each category to the COST CHART found on page 13.

Repeat this process for each product still under consideration.

STEP 3 COST OF MATERIALS

Your first entry on the COST CHART will be the cost of

materials for the first year. In order to figure this cost, carefully review the program and its materials checklist; and then decide which materials you will need.

Next, decide how many students will be using the program, and how many units of each type of material will be needed by each student during the first year of the program's implementation.

Then multiply the total number of units of each type of material needed for your school by the price per unit.

Add up the total prices of each type of material you would order, and that grand total equals your cost for materials the first year.

Example:

a) The school's NEW PROGRAMS COMMITTEE has decided that they would purchase the basal text, a consumable workbook, and a classroom sound chart from among the materials available in one of the reading programs they are considering adopting.

b) 500 students will be using the program.

c) During the first year of the program, each student would need two basal text readers, three workbooks; and each classroom would need one classroom chart.

d) Thus, the school would need to purchase for the first year:

1000 basal text readers @ $2.00 each = $2000.
1500 workbooks @ $.60 each = $900.
16 classroom charts @ $4.50 each = $72.
GRAND TOTAL = $2,972.

NOTE: THE PROGRAM (COMPANY) REPRESENTATIVE IS ONE OF THE BEST RESOURCES AVAILABLE TO HELP YOU GET ALL THE

INFORMATION REQUIRED TO MAKE THE CALCULATIONS DESCRIBED IN THE PRECEEDING PAGES. IT IS WELL WORTH YOUR TIME TO MAKE AN APPOINTMENT WITH HIM OR HER TO GO THROUGH THE PROGRAM MATERIALS. THE REPRESENTATIVE CAN GIVE YOU ALL THE COSTS, HELP YOU ESTIMATE HOW MANY UNITS WOULD BE NEEDED PER STUDENT FOR A SCHOOL YEAR, AND HELP YOU DECIDE WHICH TYPES OF MATERIAL ARE MORE AND LESS USEFUL FOR YOUR INDIVIDUAL SCHOOL SITUATION.

Next you will calculate the per pupil costs for materials for the second year. In order to do this, review again the materials checklist for the program. Note the types of consumables needed, such as acetates and ditto masters. Then estimate the number of each item which will be needed for each student in a year. Multiply this number by the cost of the item, and you have the per pupil cost for that consumable item for a year. Multiply that by the number of pupils in the program, and you have the total cost for that year.

Example:

a) Each student needs about 10 new acetates during the year.
b) There are 450 students in the program.
c) The acetates costs $.05 each.
d) The total cost for acetates is $225.00 (450 students x 10 actetates @ $.05 per acetate = $225).

Repeat this procedure for each type of consumable needed, and add all the totals. The grand total will be the cost of materials for the second year.

REMEMBER: YOU ONLY HAVE TO BUY THE NON-CONSUMABLE MATERIALS THE FIRST YEAR. THEN YOU HAVE THEM FOR AS LONG AS THEY LAST OR REMAIN PART OF THE CURRICULUM, WHICHEVER COMES FIRST.

Except for circumstances which may be planned in individual situations -- such as increased student populations, etc. -- the third year costs for materials should be the same as the second year costs unless you lose non-consumable materials which have to be repurchased.

STEP 4 EQUIPMENT COSTS

The next category on the COST CHART, page 13, is "Equipment." To calculate the costs of equipment for the first year, refer to the PRODUCT DESCRIPTION CHECKLIST, Section 9. Extra Resources Required for Implementation.

Check the list to see if any extra furniture, equipment, or supplies are needed to implement the program in question.

If so, calculate the cost of purchasing each type and fill in the blank on the COST CHART, under "Costs First Year."

Let's assume that the equipment needed will last for three years with proper maintenance. If so, the costs for the second and third year calculations will be yearly costs of maintenance for the equipment, furniture, and other non-consumable supplies. If you believe that equipment will have to be replaced or repaired, figure the cost of replacement or maintenance.

If you have significant amounts of vandalism and theft, you may want to add to that figure (for each year) a percentage of the original price of the equipment, to cover losses from vandalism and/or theft.

Example:

a) Your second year costs for maintenance are figured at $50.00.

b) But your insurance company lists your school as "high risk", which means that they predict

that you will have to replace 5% of your school's equipment next year due to losses from theft and vandalism.

c) Your first year costs for equipment for this program were $500.00

d) So you add 5% of that, or $25.00, to your second year cost.

$500.00
x .05
$ 25.00 stipend for theft/vandalism
+ $ 50.00 second year maintenance
$ 75.00 Total second year cost

STEP 5 TEACHER TRAINING COSTS

If the publisher does not include a pre-developed figure for teacher training in the per pupil purchase price of the program, you can estimate the costs by reviewing the type of teacher training offered, as described in the PRODUCT DESCRIPTION CHECKLIST, Section 3. Teacher Training. Estimate the costs of training materials, training consultants. travel, teacher stipends, and costs to release teachers from the classroom for training time.

Example: (training materials)

a) The teacher training for this program consists of a set of audio-visual programs, self-instructional modules and a leader's manual designed to be used by a facilitator, linker or elementary supervisor to present the training session.

b) These are not included in the per pupil cost to purchase the program.

c) The set of materials costs $125.00 for 10 teachers (the number in this school).

d) There will be no cost for the leader, since she is already employed by the system.

e) The materials are designed to be used over and over again by new teachers entering the school, or as a refresher course for teachers already using the program. So there will be no cost for teacher training materials in the second or third years.

There may also be costs for teacher stipends and/or released time if the training is not done during a special inservice session.

Example: (teacher release time)

You may estimate the release time for teacher training to cost $480.00 the first six months.

a) 10 teachers meet 3 full afternoons with program training specialists.

b) Each day a substitute is paid to take the classroom for the afternoon.

c) The substitute teachers are paid $16.00 for each afternoon.

d) $16.00 x 3 afternoons = $48.00 per classroom.

e) $48.00 x 10 classrooms = $480.00.

If there are no other extensive training sessions which require substitute teachers, there may be no other costs for additional personnel the rest of the year; so the costs for this type of extra personnel for the first year in this case would be $480.00

THUS, THE TOTAL COSTS FOR TEACHER TRAINING IN THE FIRST YEAR WOULD BE $605.00. ($125 MATERIALS PLUS $480 SUBS).

Note, though, that there would probably be no costs for teacher training the second or third year, even though

training would be available. This is because new teachers -- or teachers desiring to take a "refresher course" -- could use these self-instructional audiovisual materials on their own time.

STEP 6 EXTRA PERSONEL COSTS

You can calculate the costs for "Extra Personnel" by reviewing the PRODUCT DESCRIPTION CHECKLIST, Section 9. Extra Resources Required For Implementation.

DO NOT CALCULATE COSTS FOR EXTRA PERSONNEL ASSOCIATED WITH TEACHER TRAINING HERE. YOU HAVE ALREADY DONE THOSE IN STEP 5.

It is important to think about the nature of the personnel costs and whether they would continue into the second and third year of implementation. For example, a program may require additional clerical help for filing, duplicating, etc. Estimate the amount of hours required per clerical worker, and multiply that by his or her hourly rate.

A program may also require additional teacher aides in the classroom. It should specify the number of aides required per classroom or per a certain number of students. Multiply this number times the annual salary for a teacher aide in your school, to determine this type of yearly added personnel cost for the program in question.

Add this total to total costs for any other types of extra personnel help needed to implement the program, and you will have a reasonable estimate of first year costs for "Personnel."

Now, think carefully about each type of personnel cost the first year. Is it likely that additional clerical help, for example, will be needed to set up files and recordkeeping systems for all the students in a diagnostic/prescriptive program during the second year of implementation? No --

that should only need to be done once, during the first year. But they may be needed to record and report monthly progress test scores every year.

Try to think about how extra personnel of all types would be used during the second and third year of implementation, and figure out what they would cost on the basis of hourly rate, just as you did for first year costs. Then fill in the costs in their proper spaces on the COST CHART.

STEP 7 EVALUATION COSTS

Review the publisher's information about the product to find out how the results of the product can be evaluated in terms of student gains.

They may have predeveloped achievement tests that you can administer on a regular basis, or they may suggest that you use a standardized test not developed as part of the program.

Decide what type of testing you will use to evaluate the product after a given amount of time, and find out what the test forms cost per pupil.

Multiply this amount by the number of pupils who will be tested to determine the cost of test forms.

Then find out the cost of scoring and reporting test results, if they are not done by hand.

Finally, find out if the tests you intend to use require specially trained testing personnel. If so, add this to your other costs for evaluation thus far.

There may be other costs associated with evaluation which we have not listed here. If so, add these to arrive at a total cost for evaluation.

NOTE: NOW PROCEED TO COMPLETE FIRST, SECOND AND THIRD YEAR COST CHARTS FOR EACH OPTION UNDER CONSIDERATION AS WELL AS A THIRD YEAR COST CHART FOR YOUR EXISTING PROGRAM.

WORK SHEET FOR CALCULATING COSTS

(Make three copies of this sheet to figure first, second, and third year costs)

Year: One _____
Two _____
Three _____

1. Materials

Non-consumables

(#)_____textbooks @ $_____per textbook = _____

(#)_____charts @ $_____per chart = _____

(#)_____teacher manuals @ $_____ per manual = _____

Consumables

(#)_____acetates per pupil for one year for _____ pupils = _____acetates @ $_____per acetate = _____

(#)_____workbooks per pupil for one year for _____pupils = _____workbooks @ $_____per workbook = _____

2. Equipment

	Cost to Purchase	Yearly Maintenance	Theft/ Vandalism
Furniture			(@ %)
			(@ %)
			(@ %)
Supplies			(@ %)
			(@ %)
			(@ %)

-Continued-

3. Teacher Training

Materials (itemize)

_____ (#)____x $_____ per item = _____
_____ (#)_____x $_____ per item = _____
_____ (#)_____x $_____ per item = _____
_____ (#)_____x $_____ per item = _____
_____ (#)_____x $_____ per item = _____

Consultants

(#)_____days @ $_____per day =

Travel: _____miles @ $_____per mile = _____
or $_____airfare

Per Diem: _____days @ $_____per day = _____

Teacher Stipends _____days @ $_____per day for (#)_____teachers = _____

Substitutes

(to release teachers from classroom)
for _____teachers @ $_____per day for _____days = $_____.

4. Extra Personnel

Extra Clerical

(#)_____persons @ $_____per hour for _____hours per year = $_____.

Extra Teacher Aides

(#)_____aides @ $_____per hour for _____hours per year = $_____.

Others _____
_____

-Continued-

5. Evaluation

Tests @ _____per pupil for _____pupils = _____

Scoring Costs = _____

Testing Personnel @ $_____per hour for _____hours
= $_____ x (#)_____personnel = $_____.

COST CHART

	COSTS FIRST YEAR	COSTS SECOND YEAR	COSTS THIRD YEAR
1. Materials			
Non-Consumables (textbooks, charts, etc.)			
Consumables (worksheets, acetates, dittomasters, etc.)			
SUB TOTAL			
2. Equipment			
Cost to Purchase			
Yearly Maintenance			
Theft & Vandalism			
SUB TOTAL			
3. Teacher Training			
Materials			
Consultants			
Travel			
Teacher Stipends			
Substitutes			
SUB TOTAL			
4. Extra Personnel (not for teacher training)			
Extra Clerical			
Extra Teacher Aides			
Other			
SUB TOTAL			
5. Evaluation			
Tests			
Scoring Costs			
Testing Personnel			
SUB TOTAL			
GRAND TOTAL			

Before you begin, be sure you have the following items:

- Completed PRODUCT DESCRIPTION CHECKLIST for each option under consideration. Make sure the columns for your existing program are also completed.
- Completed COST CHARTS (Years 1, 2, 3) for each option under consideration and for your existing program (year 3 only)
- Blank copies of the COST & BENEFIT RATING TOOL for each member of your decision making group. Each member gets a blank copy for each of the options under consideration.

Now that you have "done your homework" in Section 1, you

are well prepared to rate the costs and benefits of each program. Your ratings will be responsible ones because you will be able to make very well-educated estimates of the costs when you are asked to rate them.

By going back and reviewing the PRODUCT DESCRIPTION CHECKLIST for each option under consideration, you will also know enough about how the program works to make responsible ratings of its benefits. You should also make sure that you have a clear idea of how your existing program works, as described on the PRODUCT DESCRIPTION CHECKLIST.

The first Cost & Benefit Rating you will do in this section is a comparison of one of the options under consideration with your existing program. To help you do this Cost & Benefit Rating in a systematic manner, we have provided you with a COST & BENEFIT RATING TOOL on pages 17 through 24. You will be rating the costs and benefits associated with changing from your present program to the option under consideration. After completing the COST & BENEFIT RATING TOOL for the first option, you will repeat this procedure with each option under consideration.

YOU ARE NOW READY TO DO THE COST & BENEFIT RATING TOOL FOR THE FIRST OPTION. EACH MEMBER IN YOUR GROUP SHOULD DO HIS OR HER OWN FORM. IN ORDER TO PROVIDE THESE FORMS, MAKE COPIES OF THE TOOL FOUND ON PAGES 17-24. INSTRUCTIONS ON HOW TO FILL IT OUT ARE FOUND ON THE FIRST PAGE OF THE TOOL. AFTER EACH MEMBER OF THE GROUP DOES A COST & BENEFIT RATING, HE OR SHE SHOULD COMPLETE THE INDIVIDUAL SUMMARY SHEET, PAGE 25.

THEN ALL THE MEMBERS OF THE GROUP SHOULD GET TOGETHER AND SUMMARIZE THEIR INDIVIDUAL RATINGS USING THE GROUP SUMMARY SHEET, PAGE 26.

REPEAT THIS PROCESS FOR EACH OPTION UNDER CONSIDERATION.

THE RESULTS AS SHOWN ON THE GROUP SUMMARY SHEET FOR EACH OPTION DO NOT TELL YOU WHICH OPTION TO CHOOSE. THE FINAL DECISION MUST BE YOURS. WE CAN ONLY PROVIDE YOU WITH THE MEANS TO MAKE A SYSTEMATIC, THOROUGH ASSESSMENT OF THE GROUP'S FEELINGS ABOUT EACH OF THE OPTIONS. AFTER GROUP SUMMARY SHEETS HAVE BEEN COMPLETED ON EACH OF THE OPTIONS, YOU SHOULD DISCUSS THEM AS A GROUP AND TRY TO ARRIVE AT A FINAL DECISION BY CONSENSUS.

GOOD LUCK!!!

COST & BENEFIT RATING TOOL

NAME OF PRODUCT:_____

Please fill in columns 1 and 2 by transferring the description of your present program and this proposed program from your PRODUCT DESCRIPTION CHECKLIST. Then review the changes that these columns reveal between your present program and this proposed program.

Changes often produce great benefits. Changes can also cost time, energy and money. Some costs of change occur only during start-up time; other costs last as long as the program is being used. At the end of each section you are asked to rate the costs of the change for that section on a scale of 0-10 (no cost to highest cost). Then rate the benefits that you would expect from such a change for each section, on the same scale of 0-10. Read each section very carefully, and try to get an overview of the change that would occur for that factor, if you switched from your present program to the one being proposed here.

-Product Description- Section 1. Design and Content	(1) Check Current Practices	(2) Check Expected Practices	
Objectives stated			PLEASE THINK CAREFULLY ABOUT THE CHANGES THAT WOULD OCCUR IF YOU SWITCHED FROM YOUR EXISTING PROGRAM TO THIS OPTION.
Directions clearly given			
Instructional content interesting to students			
Uses illustration and other textual elaborations in learning			
Matches objectives			
Non-sexist			
Non-racist			
Practice and tests congruent with objectives			
Easily accomplished in time and space			

FOR THE FACTORS IN THIS SECTION:
PLEASE RATE THE OVERALL COSTS OF CHANGING, IF ANY_____
PLEASE RATE THE OVERALL BENEFITS OF CHANGING, IF ANY_____

Section 2. Types of Materials	(1)	(2)	
Textbooks			PLEASE THINK CAREFULLY ABOUT THE CHANGES THAT WOULD OCCUR IF YOU...
Workbooks, worksheets			
Films/strips/slides			

	(1)	(2)	Product Description -continued- Section 2. Types of Materials ...SWITCHED FROM YOUR EXISTING PROGRAM TO THIS OPTION.
Audio-tapes/records			
Kits			
Learning centers			
Pupil record keeping			
Diagnostic/placement tests			
Teacher's manual			
Supplementary texts			
Supplementary work-sheets			
Supplementary audio-visual materials			
Others: (Write In) _____			

FOR THE FACTORS IN THIS SECTION:
PLEASE RATE THE OVERALL COSTS OF CHANGING, IF ANY_____
PLEASE RATE THE OVERALL BENEFITS OF CHANGING, IF ANY_____

Section 3. Consumables Needed	(1)	(2)	PLEASE THINK CAREFULLY ABOUT THE CHANGES THAT WOULD OCCUR IF YOU SWITCHED FROM YOUR EXISTING PROGRAM TO THIS OPTION.
Acetates			
Ditto Masters			
Worksheets			
Books			
Others: (Write In) _____			

FOR THE FACTORS IN THIS SECTION:
PLEASE RATE THE OVERALL COSTS OF CHANGING, IF ANY_____
PLEASE RATE THE OVERALL BENEFITS OF CHANGING, IF ANY_____

Section 4. Teacher Training	(1)	(2)	PLEASE THINK CAREFULLY ABOUT THE CHANGES THAT WOULD OCCUR IF YOU SWITCHED FROM YOUR EXISTING PROGRAM TO...
Prior to adoption only			
Prior to adoption plus intermittent consultation and updating service			

	(1)	(2)	Product Description -continued- Section 4. Teacher Training ...THIS OPTION.
Provides manuals, audiovisual programmed modules that can be used for review or for training new teachers			
Requires teachers to listen only			
Requires teachers to observe demonstration with students			
Requires teachers to practice while observed by consultant			
Requires teachers to produce materials			
Others: (Write In) _____			

FOR THE FACTORS IN THIS SECTION:
PLEASE RATE THE OVERALL COSTS OF CHANGING, IF ANY_____
PLEASE RATE THE OVERALL BENEFITS OF CHANGING, IF ANY_____

-Classroom Management- and Activities Section 1. Classroom Organization	(1)	(2)	PLEASE THINK CAREFULLY ABOUT THE CHANGES THAT WOULD OCCUR IF YOU SWITCHED FROM YOUR EXISTING PROGRAM TO THIS OPTION.
Self contained classroom			
Team teaching (student exchange)			
Pull-out Programs			
STUDENT GROUPING Individual (one to one)			
Ad hoc ability groups (formed daily or weekly for prescription only)			
Permanent ability grouping			
Whole class instruction			
INSTRUCTIONAL STRATEGIES Diagnostic prescriptive			
Tutoring			

	(1)	(2)	Classroom Management and Activities -continued- Section 1. Classroom Organization
Programmed learning			
Special space required (learning centers, labs, etc.)			
Others: (Write In) _____			

FOR THE FACTORS IN THIS SECTION:
PLEASE RATE THE OVERALL COSTS OF CHANGING, IF ANY_____
PLEASE RATE THE OVERALL BENEFITS OF CHANGING, IF ANY_____

Section 2. School Organization	(1)	(2)	
Non-graded primary team			
Non-graded intermediate team			
All grade levels			PLEASE THINK CAREFULLY ABOUT THE CHANGES THAT WOULD OCCUR IF YOU SWITCHED FROM YOUR CURRENT PROGRAM TO THIS OPTION.
Continuous progress with heterogeneously grouped homerooms			
Departmentalized by subject area			
Teams for grouping within subjects			
Diagnostic-prescriptive facilities and division of labor			
Others: (Write In) _____			

FOR THE FACTORS IN THIS SECTION:
PLEASE RATE THE OVERALL COSTS OF CHANGING, IF ANY_____
PLEASE RATE THE OVERALL BENEFITS OF CHANGING, IF ANY_____

Section 3. Main Student Activities	(1)	(2)	PLEASE THINK CAREFULLY ABOUT THE CHANGES THAT WOULD OCCUR IF YOU SWITCHED FROM YOUR EXISTING PROGRAM TO THIS OPTION...
Recitation			
Drill exercises			
Listening to teacher			
Oral text reading			

	(1)	(2)	Classroom Management and Activities -continued- Section 3. Main Student Activities
Silent text reading			
Workbooks or sheets			
Audio-visual use			
Games			
Others: (Write In) _____			

FOR THE FACTORS IN THIS SECTION:
PLEASE RATE THE OVERALL COSTS OF CHANGING, IF ANY_____
PLEASE RATE THE OVERALL BENEFITS OF CHANGING, IF ANY_____

Section 4. Basis for Student Evaluation	(1)	(2)	
Completed workbook exercises			
Copied words, sentences, etc.			PLEASE THINK CAREFULLY ABOUT THE CHANGES THAT WOULD OCCUR IF YOU SWITCHED FROM YOUR EXISTING PROGRAM TO THIS OPTION.
Written themes, stories			
Oral "telling"			
Program tests -- how often?			
Self-evaluation tests to prepare for program tests			
Others: (Write In) _____			

FOR THE FACTORS IN THIS SECTION:
PLEASE RATE THE OVERALL COSTS OF CHANGING, IF ANY_____
PLEASE RATE THE OVERALL BENEFITS OF CHANGING, IF ANY_____

Section 5. Main Teacher Activities	(1)	(2)	PLEASE THINK CAREFULLY ABOUT THE CHANGES THAT WOULD OCCUR IF YOU SWITCHED FROM YOUR EXISTING PROGRAM TO THIS OPTION ...
LESSON PLANNING Assisted by teacher's manual?			
With materials, objectives?			
With audio-visual devices?			

	(1)	(2)	Classroom Management and Activities -continued- Section 5. Main Teacher Activities
With kits or papers?			
Daily, weekly, monthly?			
DURING CLASS Supervising & managing individualized self-instructional lessons, providing help on a one-to-one basis			
Presenting content information to group(s)			
Administering skill drills			
Presenting questions to stimulate problem solving			
Testing students			
Making individualized prescriptions			
Others: (Write In) _____			
AFTER CLASS Record keeping			
Writing tests			
Grading tests			
Reshelving materials			
Writing supplementary drill or self-instructional materials			
Planning group presentations			
Planning enrichment activities			
Tutoring children who cannot get it with the material provided			
Others: (Write In) _____			

FOR THE FACTORS IN THIS SECTION:
PLEASE RATE THE OVERALL COSTS OF CHANGING, IF ANY_____
PLEASE RATE THE OVERALL BENEFITS OF CHANGING, IF ANY_____

-Cost of Implementation- Section 1. Extra Resources Required for Implementation	(1)	(2)	PLEASE THINK CAREFULLY ABOUT THE CHANGES THAT WOULD OCCUR IF YOU SWITCHED FROM YOUR EXISTING PROGRAM TO THIS OPTION
Clerical help			
Supplies			
Furniture and equipment			
Travel funds for teachers to visit demonstration sites			
Resources for supplemental activities			
Release time for teacher training			
Others: (Write In) _____			

FOR THE FACTORS IN THIS SECTION:
PLEASE RATE THE OVERALL COSTS OF CHANGING, IF ANY_____
PLEASE RATE THE OVERALL BENEFITS OF CHANGING, IF ANY_____

Section 2. Estimates of short-term and long-term costs.	(1)	(2)	PLEASE THINK CAREFULLY ABOUT THE CHANGES THAT WOULD OCCUR IF YOU SWITCHED FROM YOUR EXISITING PROGRAM TO THIS OPTION.
First-year costs			
Maintenance costs (replacing consumables, etc.)			
Projected average cost per year over next 3 years (average of start-up costs plus yearly maintenance costs divided by 3)			

FOR THE FACTORS IN THIS SECTION:
PLEASE RATE THE OVERALL COSTS OF CHANGING, IF ANY_____
PLEASE RATE THE OVERALL BENEFITS OF CHANGING, IF ANY_____

Section 3. Teacher training costs.	(1)	(2)	PLEASE THINK CAREFULLY ABOUT THE CHANGES THAT WOULD OCCUR IF YOU SWITCHED FROM YOUR EXISTING PROGRAM TO...
Initial training costs			
Renewal training costs			

	(1)	(2)	Cost of Implementation -continued- Section 3. Teacher Training Costs ...THIS OPTION
Projected average cost per year (compute as in Section #2)			

FOR THE FACTORS IN THIS SECTION:
PLEASE RATE THE OVERALL COSTS OF CHANGING, IF ANY_____
PLEASE RATE THE OVERALL BENEFITS OF CHANGING, IF ANY_____

-Validation Information- Section 1. Data Description	(1)	(2)	PLEASE THINK CAREFULLY ABOUT THE CHANGES THAT WOULD OCCUR IF YOU SWITCHED FROM YOUR EXISTING PROGRAM TO THIS OPTION.
DATA GATHERED Recently			
In settings similar to this school			
EFFECTIVENESS IN TERMS OF Student achievement			
Student satisfaction			
Teacher satisfaction			

FOR THE FACTORS IN THIS SECTION:
PLEASE RATE THE OVERALL COSTS OF CHANGING, IF ANY_____
PLEASE RATE THE OVERALL BENEFITS OF CHANGING, IF ANY_____

INDIVIDUAL SUMMARY SHEET

Directions:

Now go back and review each section and decide which, if any, you would weight more heavily than others. The purpose of weighting is to help you place more emphasis on your ratings for the sections which you consider more important.

If you decide to weight one or more sections, assign each a weighting factor from 1-10; (1=least important, 10 most important).

Next, fill in the table below with your weighting factors for each section. Then transfer your cost ratings and benefit ratings from each section on to the proper spaces in the table below.

Now multiply the cost rating for each section by its weighting factor to get the weighted cost rating. Do the same with its benefit rating to get the weighted benefit rating.

Finally, total the weighted cost ratings and then total the weighted benefit ratings.

SUMMARY TABLE

SECTION	WEIGHTING FACTOR	COST RATING	WEIGHTED COST RATING	BENEFIT RATING	WEIGHTED BENEFIT RATING
Product Description					
1. Design and Content					
2. Types of Materials					
3. Consumables Needed					
4. Teacher Training					
Classroom Management and Activities					
1. Classroom Organization					
2. School Organization					
3. Main Student Activities					
4. Basis for Student Evaluation					
5. Main Teacher Activities					
Cost of Implementation					
1. Extra Resources Required for Implementation					
2. Estimates of Short-term & long-term costs					
3. Teacher Traing Costs					
Validation Information					
1. Data Description					
		TOTALS			

Now, please circle the statement which best describes your final judgement:

1. The costs of changing to this program outweigh the benefits.
2. The benefits of changing to this program outweigh the costs.
3. The costs equal the benefits.
4. I am undecided at this time.

GROUP SUMMARY SHEET

After each individual in the group fills out his or her COST & BENEFIT RATING TOOL, as shown on the previous pages, the group can summarize its response to the program in question, as follows:

1. _____(#) group members felt that costs of changing to this program would outweigh the benefits.

2. _____(#) group members felt that the benefits of changing to this program would outweigh the cost.

3. _____(#) group members felt that the costs were about the same as the benefits.

4. _____(#) group members were undecided.

IF YOU HAVE DECIDED TO ADOPT A NEW PROGRAM, THE NEXT STEP IS TO <u>IMPLEMENT</u> IT IN YOUR SCHOOL. THAT MAY SOUND SIMPLE AFTER WHAT YOU'VE JUST BEEN THROUGH. HOWEVER, IT CAN BE THE MOST DIFFICULT STEP IN THE WHOLE PROCESS!!! BUT DON'T WORRY.... HELP IS AVAILABLE IN THE LAST GUIDEBOOK IN THE <u>SOLUTION ANALYSIS SERIES</u> --- "Developing A Work Action Plan."